



## REQUEST FOR ASSISTANCE (RFA) FORM INTAKE INTERVIEW LOG

<u>Date:</u> 1/18/18	<u>Interviewer:</u> Lafayette Baker	<b>RFA #18 – 03</b>
<u>Name of Person(s) Requesting Assistance:</u> [REDACTED]		
<u>Contact Numbers (telephone, e-mail, etc.):</u> [REDACTED]		
<u>Status of Person(s) Interviewed (title, position, student status, etc.):</u> Student		
<u>Requested Assistance Pertaining To (name, position, policy, project, etc.):</u> Class exam		

To the best of your knowledge, please fill out the following:

Interviewee Status:    Male ☐ Female x    Administrator ☐    Faculty ☐    Staff ☐    Student x  
 Concern Regarding:    Male x    Female ☐    Administrator ☐    Faculty x    Staff ☐    Student ☐

**Category:** *(Please check at least one)*

- |  |  |   |                                     |  |
|--|--|---|-------------------------------------|--|
| <input type="checkbox"/> Age                           | <input type="checkbox"/> Color             | <input type="checkbox"/> Creed              | X Disability                        | <input type="checkbox"/> Veteran Status      |
| <input type="checkbox"/> Marital Status                | <input type="checkbox"/> National Origin   | <input type="checkbox"/> Race               | <input type="checkbox"/> Religion   | <input type="checkbox"/> Retaliation         |
| <input type="checkbox"/> Sex/Gender                    | <input type="checkbox"/> Sexual Harassment | <input type="checkbox"/> Sexual Orientation | <input type="checkbox"/> Employment | <input type="checkbox"/> Genetic Information |
| <input type="checkbox"/> Gender Identity or Expression |  |   |                                     |  |

Time Line		
Date	Item	Comments
1/11/18	LB met with [REDACTED]	<p>LB explains the EO Office Resolution processes, including differences between the informal resolution process and filing a formal discrimination complaint. LB also discusses the EO Office's limits on confidentiality (including the Public Records Act) and the prohibition against retaliation, as well as resources and reporting options. [REDACTED] indicated she did not want to file a formal complaint and that she wanted an informal resolution.</p> <p>[REDACTED] is currently having issues with her Fall 2017 course with [REDACTED]. It is a prerequisite for her [REDACTED] class which she needs for her major. She notified him that she would miss the first exam because she was going to the [REDACTED] Conference through Western. After the notification, he said he was okay with her missing the first exam and asked her to meet</p>

		<p>him at his office Monday when she got back from the conference to take the exam.</p> <p>Accordingly, she met him at his office Monday to take the exam, and he took her across the hall to a classroom. She then started taking the exam. Five minutes into the exam, after she already started and was situated, he comes in and said "Oh no, there is someone in here, I need to move you to another room." Then he moved her back to his office. When she got back to the office, she had to resituate mentally and physically and start working on the exam. At this point she believes her disability was being impacted because she was having a hard time focusing and breaking down the problems.</p> <p>After she started working on the exam in his office, he came in an interrupted her again and said, "I need to be in my office, I need to find you another room to take the test." She believes the second interruption greatly impacted her disability. It made her frustrated, she could not regain her focus.</p> <p>She scored a 41 on that exam, and got a D+ in the course. She would like the points added to that exam to change her grade from D+ to C- because of the significant impact the movement and interruptions during the first exam had on her disability.</p>
1/19/18	SGS and LB called [REDACTED]	<p>LB and SGS talked to [REDACTED] about her situation and informed her that they would talk to the [REDACTED] Department Chair [REDACTED] and [REDACTED]. They also informed [REDACTED] they would contact her after our discussion with [REDACTED] to discuss possible outcomes.</p>
1/22/18	SGS talked to [REDACTED]	<p>SGS talked to [REDACTED] about [REDACTED] situation and notified him that she and LB will be meeting with [REDACTED].</p>
1/24/18	SGS and LB met with [REDACTED]	<p>SGS and LB talked to [REDACTED] about [REDACTED] situation. He explained that he was not notified about [REDACTED] disability accommodation until 11/8/17, after she had taken the exam. He said she was approximately 5 points away from a C- in the course.</p> <p>[REDACTED] indicated that it is possible that [REDACTED] notified him about her disability verbally before he signed her waiver to register late for the course, but he had no documentation for an accommodation from DRS. In addition, he may have moved her twice during the exam, but does not fully recall. [REDACTED] course with [REDACTED] was a pre-requisite for the next course. [REDACTED] said he could talk with [REDACTED] about the possibility of getting an override to register in her next course. However, [REDACTED] said he would review if there are other options for her to make up the 5 points she needs for a C- in the course, in order</p>

		to proceed to the next course.
1/24-25	LB calls Jon McGough in DRS	Mr. McGough confirms that [REDACTED] did not have a documented disability accommodation through DRS for [REDACTED] class at the time she was taking this exam.
1/26/18	LB met with [REDACTED]	<p>LB and [REDACTED] discussed why she did not set up her accommodations through DRS before her first exam. [REDACTED] explained that she knew she was going to miss the first exam because she was going to the conference, and she thought she would have a similar DRS experience taking the exam in a classroom by herself (as she had to make it up later). However, she did not have a similar DRS experience because she was moved twice during the exam.</p> <p>LB explained to [REDACTED] that [REDACTED] did not receive notice from DRS about her disability accommodations until 11/8/17. Therefore, he was not aware of the accommodations she needed, nor was he obligated to provide it. Thus, she was likely not denied her DRS accommodations, and is unlikely the points can be added to her exam to change her grade from D+ to C-based on her disability.</p> <p>[REDACTED] said she understood the situation, and thanked EOO for working with her. She said she learned a lot through this process, and will make sure to take the proper steps in the future to set up her DRS accommodations before her exam.</p>
1/31/18	SGS called [REDACTED]	SGS followed up with [REDACTED] regarding his prior meeting with LB and SGS.
2/1/18	[REDACTED] called LB and SGS	SGS and LB explained to [REDACTED] that they talked to [REDACTED] and DRS, and discovered that [REDACTED] did not have DRS accommodations in place until after the first exam. Thus, [REDACTED] was not denied reasonable accommodations based on her disability. SGS and LB then thanked [REDACTED] for coming to the EO Office to meet, and returning their phone call. [REDACTED] said he appreciated working with the EO Office.
		<b>** End of RFA 18-03 **</b>